

Exploring Procedural Text



Lesson Organizer

Lesson Synopsis	Students read and analyze procedural texts for clarity of purpose and effectiveness of data from multiple graphic sources.	
Performance Indicators	<ul style="list-style-type: none"> Read a procedural text and analyze the clarity of the information presented. Rewrite a portion or all of the text to improve the clarity. Share with a partner to evaluate the effectiveness of the revisions. (E1.Fig19A, E1.Fig19B; E1.11A, E1.11B) ELPS 2H, 3G, 4H, 4K, 5E, 5F, 5G Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media. (E1.Fig19A, E1.Fig19B; E1.12A, E1.12D; E1.15Ci, E1.15Cii, E1.15Ciii) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B) ELPS 1A, 1C, 1E, 1F, 1H; 5B, 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. 	
TEKS	E1.1	Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. Supporting Standard
	E1.Fig19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. Students are expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.11	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural text and documents. Students are expected to:
	E1.11A	Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications). Supporting Standard
	E1.11B	Analyze factual, quantitative, or technical data presented in multiple graphical sources. Supporting Standard
	E1.15	Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	E1.15Ciii	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices

Ongoing TEKS	E1.1	<i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>
	E1.1D	Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo). <i>Supporting Standard</i>
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <i>Readiness Standard</i>
	E1.24	<i>Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>
	E1.24A	Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration.
	E1.24C	Evaluate the effectiveness of a speaker's main and supporting ideas.
	E1.26	<i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making.
Materials	<ul style="list-style-type: none"> • Vocabulary Notebook (1 per student) • Reader's Notebook (1 per student) • Writer's Notebook (1 per student) • Teacher Reader's Notebook (1) • Dictionary (class set) • Sticky notes (1-2 per student) • Note card (multiple per student) • Procedural text for modeling (2) • Variety of procedural texts that include graphics • Recipe with picture(1) • Additional procedural texts which include examples of graphical sources (if needed) • 4 brief procedural texts, labeled A, B, C, and D (1 per student) • Independent Reading text (1 per student) 	
Attachments	<ul style="list-style-type: none"> • Handout: IR Book Page (1 per student) • Handout: IR Book Reflection Assignment (1 per student) • Teacher Resource: English 1 Unit 03 Writing Appetizer (1) 	
Resources and References	None identified.	
Possible/Optional Literature Selections	<ul style="list-style-type: none"> • Various procedural texts including but not limited to: Consumer Safety Guides, Warranties, Rebate forms, Technical Instructions, etc. • District-adopted resources 	